

Special Edition

A Publication of the Arizona Department of Education

Exceptional Student Services
1535 W. Jefferson • Phoenix, AZ 85007

Spring 2000

Schools prepare students and families for AIMS

Guidelines to IEP Teams for Students' Participation in Arizona's Instrument to Measure Standards (AIMS)

Questions and Answers

Are all students required to participate in the state assessment program?

Yes. There are no exemptions from the state assessment program. The provisions of the Goals 2000: Educate America School Act, which was signed into law in 1994, describe significant goals and principles that apply to all students. The Goals 2000 legislation establishes higher standards of learning for all students and specifically includes students with disabilities in its language of higher expectations and increased student performance. The Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97) reinforce the requirement to include students with disabilities in regular education reform efforts. IDEA 97 sets high expectations for students with disabilities by requiring that they have access to the general education curriculum and make progress in that curriculum, and by requiring that they be included in state assessment programs, with appropriate accommodations or modifications if necessary.

What is the role of the IEP Team?

The responsibility of the IEP Team is to ensure that students with disabilities receive an appropriate education, including specially designed instruction and assessment necessary to meet the unique needs of a student resulting from that student's disability. At the IEP meeting, the IEP Team must make decisions regarding the participation of students in the statewide assessment, such as the need for and selection of accommodations or modifications. These decisions must be documented on the student's IEP.

There should be a clear rationale for using assessment accommodations or modifications. They should be based on the student's current level of instruction, current level of functioning, learning characteristics and individual needs linked to the Arizona Academic Standards.

What has to be in the IEP regarding participation in AIMS?

The IEP must contain a statement of any individual accommodations or modifications that are needed in order for the child to participate in state and local assessments. The level of instruction must be identified, i.e., Functional, Readiness, Foundations, Essentials (4-5), Essentials (6-8), Proficiency (9-12) and Distinction (honors). To be in compliance with the law, the IEP Team must be convened if the assessment level has not been identified.

Do IEP measurable annual goals have to be linked to specific state standards?

IEP goals shall be linked to the Arizona Academic Standards. The state Board of Education has adopted standards in nine academic areas from the Functional Level through Distinction. IDEA '97 requires that all students have access to the general curriculum, i.e., the Arizona Academic Standards.

What, if any, limitations are placed on an IEP Team's decisions?

IEP Teams can not make decisions that violate either state or federal law.

How do we deal with AIMS?

The best way to deal with AIMS is by not looking at AIMS as the focus of the IEP meeting. Students should be the center of concern at the IEP meeting. The responsibility of the IEP Team is to develop a plan that outlines an educational program containing achievable goals and a method for measuring the accomplishment of those goals. Again, these instructional goals should be linked to the Arizona Academic Standards. IEP Teams should look at all the data available, consult with each other and agree on an assessment program that matches the student's instructional level and provides the student with a challenge.

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A Note to Our Readers....



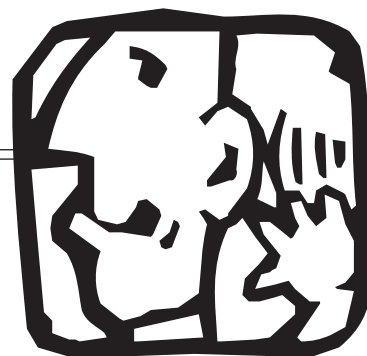
Special Edition is a publication of the Arizona Department of Education, Exceptional Student Services. Its purpose is to provide information about current legislation, methodologies, best practices, available materials and resources and upcoming events to individuals who work with students with special needs. If you wish to be placed on our mailing list, please let us hear from you. ***The Special Edition is now available at our website!***

See: www.ade.state.az.us/CSPD

Write to: Arizona Department of Education
Exceptional Student Services
1535 W. Jefferson, (Bin 24)
Phoenix, AZ 85007

Editor-in-Chief: Miriam Podrazik

Typesetting: Wenona Nelson



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We also recommend that you be consistent with past practices, i.e., don't create anything new because of AIMS. If the student has had accommodations or modifications for instruction, for the Stanford 9 or local assessments, those same provisions may apply to AIMS.

How will students participate in the assessments?

A student's IEP must specify that the student will participate in the statewide assessment program in one of the following ways:

Under standard conditions - Students with disabilities participate in the same manner as students without disabilities of a given age or grade level. Many students with disabilities can and should participate under standard conditions. For example, a student who has a learning disability in mathematics may not need an accommodation on a reading or writing assessment.

Accommodations are provisions made in *how* a student accesses and demonstrates learning. These do not substantially change the instructional level, the content or the performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. For example, a student who has a learning disability in reading may not need an accommodation on a mathematics or writing assessment.

Modifications are substantial changes in *what* a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content, or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities.

Alternate Assessment – The Alternate Assessment, referred to as AIMS – A, is being developed for use in the school year 2000-2001. AIMS – A is intended for students with significant disabilities. These students are being taught at the functional level and/or study a curriculum that focuses on the development of daily living skills. We estimate that one to two percent of the total student population will take AIMS – A.

Could a student be exempt from AIMS?

No.

If a third grade student has an IEP stating that the level of instruction is at the first or second grade level, will he or she be required to take the third grade AIMS?

This is the decision of the IEP Team. If accommodations and/or modifications can not be provided to students so the Grade 3 test measures the student's achievement, the IEP Team may choose to use an alternative assessment. All students must be assessed at their level of instruction on the state standards. Third grade students can not be exempted from a measurement or from an assessment of the Arizona Academic Standards.

How do we assess students who qualify for AIMS – A this year (FY00)?

All students whose IEPs include instruction at the Functional Level and who qualify for AIMS – A will be not be tested at the state level this year only. AIMS – A will be administered statewide during fall of 2000. The IEP Team shall determine the method of assessment until AIMS - A is available.

Who is eligible for the AIMS – A?

To be eligible for AIMS - A, a student must meet the following criteria:

1. Have a current IEP.
2. Have sufficient educational performance data available to apply these criteria.
3. Demonstrate cognitive abilities and adaptive skills which prevent completion of the state- approved Arizona Academic Standards at the Foundations Level even with accommodations and modifications.
4. Require extensive direct instruction in multiple settings to master and generalize skills necessary for functional application in school, work, home and community environments.

If the student is 14 years of age or older, the student must also:

5. Be unable to complete the graduation standards necessary to meet the requirements for graduation, even with extended learning opportunities and/or instructional modifications.

To determine a student's eligibility for alternative assessment, the IEP committee must:

1. Agree that the student can not participate in AIMS at the third, fifth, eighth, or high school levels even with appropriate accommodations and/or modifications and state the reasons why;
2. Agree that the student meets all of the eligibility criteria for alternative assessment; and
3. Document the student's eligibility for alternate assessment on the IEP.

Are students with significant disabilities whose Individualized Education Programs specify assessment at the Functional Level (AIMS – A) required to pass any or all subtests as a condition for graduation?

No. On February 28, 2000, the state Board of Education approved a motion to remove, as a high school graduation requirement, passing any subtest (reading, writing, mathematics) for students whose IEP identifies the instructional level as Functional and the assessment instrument as AIMS – A.

What is out-of-level testing and does Arizona allow students to be tested out-of-level?

The term out-of-level testing means that a student would be assessed at the level of instruction rather than at grade level based on age. For example, a 13-year-old child who is enrolled in the eighth grade and studies mathematics curriculum normally taught to fifth grade students might be assessed using an instrument intended for fifth grade students. Arizona allows out-of-level testing that is documented on the student's IEP.

What are the requirements for a child to be tested out-of-level on AIMS?

To be tested out-of-level, all of the following criteria must be met:

1. The student's IEP must state the assessment (Stanford 9, AIMS, local), the level, and the content area of the test. (Example: AIMS, grade five, mathematics).
2. The IEP must state the performance level expected (Meets or Approaches the Standard).
3. There must be performance data available to support the recommendation.
4. The level of testing must be consistent with the level of instruction.

Can an IEP identify the level of test as "at the appropriate level," "at the level at which the student is functioning," or through the use of other such phrases?

No. IEP Teams shall specify the level of instruction, i.e., Functional, Readiness, Foundations, Essentials (4-5), Essentials (6-8), Proficiency, (9-19) or Distinction (honors).

A student studies math, reading and/or writing at the ninth grade (Proficiency) level. Which level test is appropriate for this student?

High School (Proficiency Level Standards as stated in the Arizona Academic Standards.)

Would a student functioning at the early seventh grade Essentials (6-8) level take the fifth grade AIMS?

This is the decision of the IEP Team. The Department recommends that students take the highest level test possible corresponding to the level of instruction linked to the Arizona Academic Standards. Parents should be advised that the content level of the test will appear on the student's final transcripts (i.e., Functional, Readiness, Foundations, Essentials, etc).

Must a student take all three subtests (reading, writing and mathematics) at the same level?

No. Out-of-level testing is a function of the student's instructional level. A student could be studying mathematics at the Essentials

(4-5) Level and reading at the Foundations Level. The IEP would state the correct level of AIMS for mathematics as Grade 5 and for reading as Grade 3.

Can a high school student take an out-of-level test and satisfy the requirement to pass AIMS as a condition for graduation from high school?

Yes, provided the requirements for a child to be tested out-of-level are met. (Example: A high school student who is a member of the class of 2002 or beyond takes an eighth grade mathematics test as prescribed in the IEP and achieves the required performance level. Assuming that all other criteria for graduation have been met, the student would graduate with a regular high school diploma.

If a student "Meets the Standard" on the third grade test their first year of testing, do we require them to take the fifth grade test the next year and the eighth grade test the following year?

No. The level of testing is a function of the level of instruction linked to the Arizona Academic Standards and is determined by the IEP Team.

Could a student's IEP state that the required performance level is "Approaches the Standard" rather than "Meets the Standard"?

Yes. The IEP Team can consider testing a student at a higher level and setting the required performance level at "Approaches the Standard". (Example: A high school student has been instructed in mathematics at the sixth or seventh grade level. Since AIMS is available only at the Functional/Readiness, third grade, fifth grade, eighth grade and high school levels, a team could agree that it is appropriate to administer the eighth grade test to a student, but set the passing performance level at "Approaches the Standard".)

Could the IEP Team establish "Falls Far Below the Standard" as an acceptable level of performance?

No.

Can the IEP Team use a scale score to indicate a satisfactory level of performance?

No. Scale scores can not be used to identify performance levels. For example, a scale score of 300 could not be stated as a passing grade. The performance levels must be used.

A student knows punctuation, capitalization and language usage at the eighth grade level, but in more unstructured writing, can only perform at about the fifth grade level. Can part of the writing section be given at eighth and part at fifth?

No. We can not split a form of the test. It is possible for a student to take each subtest (reading, writing, mathematics) at different level.

Does the Department of Education have list of allowable accommodations/modifications available?

There is information available on the Department's Website www.ade.state.az.us that lists some modifications and accommodations. The list is not exhaustive and should not be used in such a way that the creativity of the IEP Team is limited. A copy is attached.

What is the extent of allowable accommodations for tests in non-qualified areas? For example, a student qualifies as a special education student in the area of reading. Can this student receive reading help on both the writing and math sections as a result of his or her reading disability?

Yes. If a student has a disability in reading and the IEP Team agrees, the student would be eligible for accommodations that are consistent with instructional methods. Students with disabilities in one academic area are eligible for accommodations only to the extent that the absence of an accommodation would result in the performance of the test being affected by the child's disability. For example, a learning disability in mathematics does not result in an accommodation on a writing test.

Can an IEP specify reading the reading subtest of AIMS to a student?

No. The content of the test would be altered significantly by reading the reading test to a student. The result would be a listening test. Directions and instructions can be read to a student as an accommodation.

What is the extent of the modifications that can be used to assist a student? In other words, what limitations do IEP Teams have?

This is difficult to answer because there are so many possible modifications and the students have different situations. Modifications are substantial changes in what a student is expected to learn. Decisions about appropriate modifications should be made in terms of the level of instruction and instructional program. The only limitation that we could think of is one that would so totally change the test that the data from the test would not be useful.

Are visually impaired students whose Individualized Education Programs specify the use of either Large Print or Braille editions of AIMS required to pass any or all subtests as a condition for graduation?

No. On February 28, 2000 the state Board of Education approved a motion to suspend, as a high school graduation requirement, passing any subtest (reading, writing, mathematics) of the Large Print or Braille editions of AIMS for students whose Individual Education Program identifies them as visually impaired and their assessment instrument as AIMS Large Print or AIMS Braille. This action is effective until sufficient data are available to establish a comparable level of difficulty and to establish performance standards.

May students use calculators on the mathematics portion of AIMS at Grades 3, 5, 8 and high school if stated in the IEP?

Yes.

Are accommodations, modifications or out-of-level testing noted on student transcripts, diplomas and/or reports?

Transcripts:

- Twelfth grade transcripts for the classes of 2001 and 2002 will contain at least the highest performance level attained for each subtest.
- Scale scores will not be recorded on the transcripts for the class of 2001.
- The final transcripts for the class of 2002 and subsequent classes will contain both the performance level and scale score for each subtest.
- Transcripts will contain a notation of the content level (Foundations, Essentials or Proficiency) of the test.

Diplomas

- Since it is the school, or district, that issues the diploma and not the Department of Education, notations on the diploma are at the discretion of the district or charter school.

AIMS reports:

- If applicable, the statement, "Significant accommodations (or modifications) were used during test administration" will be noted on student and parent reports.

Will the Department stand by these recommendations in the event of a compliance review by the Exceptional Student Services Division?

Yes. This document has been reviewed by the policy committee of the Department of Education and has their support.

Will ADE monitor and report the percentage of students that are not tested and that are tested out-of-level?

Yes. ADE will report significant variances in the number of accommodations, modifications and out-of-level tests to the Exceptional Student Services Division and to district officials.

Who can I contact to get help?

The Department of Education's Website at www.ade.state.az.us contains information about AIMS and Special Education.

Special Education questions should be directed to the Exceptional Student Services Division at 602-364-4000.

Test questions should be directed to Dr. Paul S. Young at pyoung@mail1.ade.state.az.us or 602-542-5031.

Definition of Adaptations, Accommodations, and Modifications

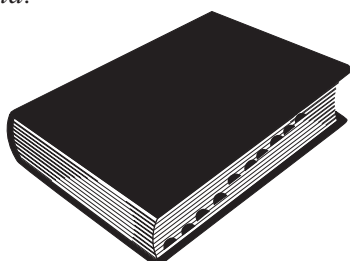
Adaptations: changes made in the environment, curriculum, instruction, and assessment practices; they are based on a student's strengths, weaknesses, and needs (adaptations include **accommodations** and **modifications**).

Accommodations: provisions made in *how* a student accesses and demonstrates learning; they **do not** substantially **change** the instructional level, the content, or the performance criteria; accommodations provide a student equal access to learning and equal opportunity to demonstrate what is known.

Examples: *extended time; having directions read, taped, signed, or highlighted; answering in the test booklet or in larger answer bubbles; using graph paper, word processor, calculator, dictionary, or spell checker (these are coded on SAT 9).*

Modifications: substantial changes in *what* a student is expected to learn and to demonstrate; they **do change** the instructional level, the content, or the performance criteria; modifications provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs.

Examples: *out of level testing, reduced assignments based on different concept mastery or skill level, different expectations for grading criteria.*



IN APPRECIATION

Exceptional Student Services extends a big THANK YOU to the following members of the AIMS-A Committee for their incredible work on the alternate assessment and to the teachers with whom they are working to field test the alternate assessment forms.

Mary Brownell
Kyrene Elementary Schools

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ASU West

Elliot Gory, Ph.D.
Tempe Elementary Schools

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Tolleson Elementary Schools

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University of Arizona

Vicki Noseck
ASDB

Maria Rascon
Casa Grande Elementary Schools

Julie Williams, Ed.D.
Fowler Elementary

Leila Williams
Tucson Unified Schools

ESS Staff:
Cyndi Bolewski
Judy Croswell
Elaine Ehrenberg, Ed.D.
Marilyn Griffin, Ed.D.
Nancy Nowlin

STATE BOARD AIMS DECISIONS THAT IMPACT EXCEPTIONAL STUDENT SERVICES

- The final High School transcript for all students will contain the performance level (approaches, meets, etc) AND the instructional level (Foundations, Essentials, Proficiency).
- Students who need to take the AIMS-A as a graduation test do not need to “pass” the AIMS-A in order to graduate. This will be revisited once we have an AIMS-A and can see how it would work for a “graduation” test.
- Visually impaired students who need to take a large print or Braille AIMS will not be denied a diploma as a result of not passing the test until such time as a comparable level of difficulty is established by the ADE.

Special Education Guidelines for Achievement Testing

A Comparison of the AIMS and Stanford 9 Tests

	AIMS	Stanford 9
grades 3, 5, 8, 10 (11-12)	<ul style="list-style-type: none"> grades 2-11 	<ul style="list-style-type: none"> ungraded ages 9, 11, 14, 16 (to 22)
type of test	<ul style="list-style-type: none"> criterion-referenced (tied to Arizona Academic Standards) 	<ul style="list-style-type: none"> norm-referenced (based on national standardization)
out of level testing (modification)	<ul style="list-style-type: none"> yes, if IEP requires modification (based on instructional level) 	<ul style="list-style-type: none"> yes, if IEP requires modification (based on instructional level)
accommodations	<ul style="list-style-type: none"> yes, if IEP requires them 	<ul style="list-style-type: none"> yes, if IEP requires them applied with care may need special scoring (modification)
graduation requirement	<ul style="list-style-type: none"> at 10th grade—high stakes requirement IEP specifies level required to take transcripts will reflect level passed 	<ul style="list-style-type: none"> not a high stakes test IEP specifies level to take
alternate test	<ul style="list-style-type: none"> AIMS alternate test (Spring 2001) (based on functional level of the Arizona Academic Standards) 	<ul style="list-style-type: none"> no alternate test IEP team determines alternate assessment

LEP Guidelines for Achievement Testing

A Comparison of the AIMS and Stanford 9 Tests

	AIMS	Stanford 9
grades	<ul style="list-style-type: none"> 3, 5, 8, 10 (11-12) ungraded ages 9, 11, 14, 16-22 	<ul style="list-style-type: none"> grades 2-11
type of test	<ul style="list-style-type: none"> criterion-referenced tied to Arizona Academic Standards) 	<ul style="list-style-type: none"> norm-referenced (based on national standardization)
exemptions	<ul style="list-style-type: none"> no exemptions 	<ul style="list-style-type: none"> school's governing board decision based on individual student's needs for 3 consecutive years only (year student begins grade 2 or above) parent may request testing may be used as alternate assessment, if exempt
accommodations	<ul style="list-style-type: none"> Spanish language AIMS (one time) (grades 3, 5, or 8 only) then take English version of AIMS with accommodations all high school pupils take English AIMS 	<ul style="list-style-type: none"> no accommodations, if not exempt or identified as having a disability may be used as alternate assessment, if exempt
graduation requirement	<ul style="list-style-type: none"> all high school pupils take English AIMS All 10th grade—high stakes requirement 	<ul style="list-style-type: none"> not a high stakes test
alternate test	<ul style="list-style-type: none"> Spanish language AIMS (one time) 	<ul style="list-style-type: none"> <i>Aprenda 2</i> or others

On Teacher Preparation and Support in Inclusive Schools

By Dianne L. Ferguson

As American schools seek to accommodate an increasing range of students, teachers are challenged as never before. When students with disabilities, linguistic differences, or other unique abilities join general education classrooms, even willing teachers fear their lack of training and preparation to deal with such differences make their role as primary teacher inappropriate and inadequate.

At the same time, special education teachers, foreign, and second language teachers, worry that when their students are included in classrooms they will not receive the support and assistance they need to learn well. In many urban settings there are simply too few qualified teachers to fill classrooms and districts must rely upon community members with emergency credentials. Everyone is calling for more and different teacher preparation, in-service, and support to meet such demands.

Are General Educators Prepared to Work with Students with Disabilities? No and Yes.

Our system has created teachers with different sets of knowledge and information. The system is also set up to make one teacher's knowledge legitimate in one situation while a differently prepared teacher's knowledge is not considered worthwhile or valid.

General educators sometimes know some important things about the learners with disabilities included in their classrooms. They also know many things about curriculum and teaching that will work with such students. But their status as general educators makes that knowledge automatically suspect in the face of the official knowledge possessed by some special educators. Even though general educators often spend more time observing and interacting with labeled students in their classrooms, their presumed proper role and responsibility is to accept and implement the special educator's expertise as the system's approved specialist in teaching and learning for students with labels.

Can't Special Educators Teach General Educators How to Work With Students With Disabilities?

It Sounds Like a Good Idea, but it Doesn't Quite Work

We have spent several generations creating a system of public education where different forms of information as well as different types of people are carefully separated (by grade levels, subject levels etc.). This history of sorting and separating both students and teachers has resulted in very little common ground. Special educators have limited knowledge about the general education curriculum and teaching practices, while general educators remain equally uninformed about special education. General and special educators know a few of the same things about schools, teaching, and learning, but most of the knowledge

and skills they rely upon to fulfill their professional responsibilities seem so unique – even mysterious – that sometimes they must feel as if they are barely in the same profession. Making one teacher's knowledge more valuable than another's in some situations is a result of past practices that is just as insupportable as creating the separations in the first place.

General Educators were prepared to teach to the “middle” of groups of students and identify “different” students for referral. To do so otherwise would be *unprofessional* since students with learning differences were presumed to need different curricula and different teaching. For their part, special educators' expertise eventually became so unconnected with general education goals and purposes, that many students achieved much different outcomes than their nondisabled peers.

Don't We Need Teachers Who Can Work With All Students? Yes and No.

It is impossible for **all** educators to become generalists or super teachers who possess **all** the skills and information needed to serve the learning of **any** student. It's very unlikely that anyone could possibly achieve such mastery and competence.

Instead There are Two Other Options

Option 1: A New Hybrid Teacher

Increasingly, initial teacher preparation programs are merging foundational general and special education content and licensure outcomes. Some states are simultaneously shifting from restrictive, stand alone licensure categories to a greater emphasis on the use of “add on” specialty endorsements to initial, usually broader, licenses. Innovative continuing professional development opportunities also encourage general and special educators to study their profession, sometimes even with initially preparing teachers.

As these trends continue, more and more teachers will enter teaching with a solid and often integrated grounding in what we have traditionally thought of as general and special education. These new hybrid teachers will have the capacity to work with more diverse groups of students because they have learned the best parts of the previously separate “general” and “special” education traditions without having to label them so. Despite such a strong foundation, there will still be students and situations that require even more specific expertise than such a hybrid educator can offer.

Option 2: Group Practice

Instead of assigning only one teacher to a classroom of 20 or

more learners or to a content area with instructional responsibility for 150-250 students, groups of teachers should be collectively responsible for groups of diverse learners. Only through group practice will educators be able to combine their talents and information and work together to meet the demands of student diversity in ways that retain the benefits and overcome the limits of past practice.

Groups of teachers can bring to the teaching/learning task both the common store of knowledge and skills, as well as different areas of specialty. Some teachers might pursue a specialty in literacy teaching or social studies. Others might develop expertise in providing behavioral and emotional supports or using technology. Still others might acquire a specialty in learning assessment and diagnostics or working with families and social service agency personnel. Taken together, then, such groups of teachers collectively possess both the breadth and the depth to meet the learning needs of very diverse groups of students.

What Do We Do If We Are Already Teaching?

A common first step among special educators is to assign various special education support staff within a building – resource room teacher, speech/language specialist, Title 1 teacher, self-contained classroom teacher – to a smaller number of general education classrooms where they can be responsible for students with all the labels they had each separately served across a much larger number of classrooms. While the previous resource room teacher may feel unprepared to assist the student's significant multiple disabilities, learning how to gather that information from colleagues with different specialties is a step on the way to more complete group practice with general educators.

Other schools are organizing all teachers into work groups that include some number of general educators as well as one or more special educators and other certified or classified support staff. Being part of the design of general education curriculum from the beginning means that special educators no longer have to try to fit labeled students into a completed plan. It also creates opportunities for special educators to teach more aspects of the plan to all the students instead of being relegated as helpers for those that might be having trouble or need extra help or support.

Some buildings are reorganizing around grade-level or block teams, in which groups meet regularly to share curriculum planning, allocate resources, schedule activities, share teaching tasks (e.g. rotating the class through each of the three or four teachers when doing a unit, each teacher focusing on material according to his/her strengths and interests), and problem solve issues on behalf of the now mutually owned students. In some international schools, teams stay with their students for as many as ten years to achieve maximum benefits of long-term relationships among teachers, students, and families. Some American schools are moving toward a two to five year commitment with the same group of students.

Finally, licensure systems can help by replacing restrictive assignments with shared assignments. Current teacher licensure practices tend to be restrictive, limiting the educator to teaching only students in specific categories. Of course, some of these categories are broader than others, ranging from specific disabilities (LD or MR certifications for learning disabilities and mental retardation respectively) to levels of disabilities (mild, severe) to disability types and particular ages (secondary severe, or elementary LD).

One key feature of mixed-ability group teaching practice is that teachers share working with all children and youth as part of a team, regardless of their formal preparation or the labels on their certification. This step seems critical because it is one of the most efficient ways for teachers more narrowly educated to cross-pollinate, quickly increasing the size of their common ground. More importantly, shared assignments create the contexts in which genuine collaboration can occur.

Dianne L. Ferguson, Ph.D., is the Co-Director of the Center for Research Synthesis and Product Development for the National Institute for Urban School Improvement. She also works as an Associate Professor and the Director of Academic Support and Student Services for the College of Education at the University of Oregon.

This article is reprinted from *On Point* – a series of brief discussions of critical issues in Urban Education distributed by the National Institute for Urban School Improvement.



More Bilingual Schools Sought

“Hispanic students are twice as likely as blacks and three times as likely as whites to drop out of high school”, the U.S. Education Department said Wednesday, March 15, 2000, in a study suggesting that the nation's education system is ill-equipped to deal with the fastest-growing group of school children. Hoping to paint a different picture for these children, Education Secretary Richard Riley called for public school districts to create 1,000 new dual-language schools in the next five years,



City of Phoenix River Rampage Expeditions What a Great Experience for Your Students

This year's trips will take place on the San Juan River, located in southern Utah. The trip is seven days in length and allows those who have never been camping, or who have mobility impairment, an opportunity to safely enjoy a wilderness rafting experience.

- June 7-13, 2000
- June 21-27, 2000
- July 14-20, 2000

For more information, call the City of Phoenix Parks, Recreation, and Library Department at 602-262-4523 or e-mail adrecsvc@ci.phoenix.az.us

GUARDIANSHIP SURVEY

Did you know that IDEA'97 mandates that all special education rights and decision making will transfer to the student upon reaching age 18, unless the student has been determined incompetent?

The Governor's Council on Developmental Disabilities is conducting a survey to determine parents' questions and concerns about the guardianship process. The results of this survey will be used to develop educational materials for families. Please take a few minutes to complete the survey.

A. County in which you reside :

B. Has your son or daughter ever received special education services?

☐ Yes ☐ No

C. List 3 questions/concerns/issues you have regarding the guardianship process.

D. Please check the areas where you feel more information is needed:

- ☐ Temporary Guardianship
- ☐ Power of Attorney
- ☐ Limited Guardianship
- ☐ Mental Health Care Power of Attorney
- ☐ Conservatorship
- ☐ Living Wills and Health Care Directives
- ☐ Public Fiduciary
- ☐ Special Needs Trusts
- ☐ Private Fiduciary
- ☐ Life Planning Services

E. Do you know how to determine whether or not your child is incapacitated?

☐ Yes ☐ No

F. Additional Comments:

Thank you for your time.

Please return completed surveys to one of the following addresses by **May 15, 2000 to:**

Linda Hamman
RAISING Special Kids
2501 North Fourth St., #12
Flagstaff, AZ 86004
520-214-7475

Amy Hyman
GCDD
1717 W. Jefferson, SC 074Z
Phoenix, AZ 85007
602-542-4049
800-889-5893

Lynn Kallis
Pilot Parents of Southern AZ
2600 N. Wyatt Drive
Tucson, AZ 85712
520-324-3150

Sponsored by the Governor's Council on Developmental Disabilities, the Arizona Department of Education, InterAct Arizona, RAISING Special Kids, Pilot Parents of Southern Arizona, the Special Needs Area Resource Center, and other advocacy organizations

This form is available in alternative format upon request.

Three Generations of Special Needs in Education

By Tina Swearingen, PINS

Generation ONE:

The late 1940's were simpler times, even regarding education. Smaller classrooms, hey, smaller schools in general. Teenagers got up in the morning, did their chores, went to school, possibly had an after-school job, and outside of fearing they might be drafted, had a pretty easy time of things. Right? You might think that until you talk to someone who had a medical problem during that era.

At age 17, my father, a junior at Casa Grande Union High, was in the marching band, was a straight "A" student (so he says), and had an after-school job working as the projectionist at the local theater. He came down with polio during the middle of his junior year. Unable to walk and for several months even communicate, it looked as though he would not be able to complete school. He was put into Shriner's Children's Hospital in Phoenix.

No real special education services were in place for students with any type of limited capacity, mental or physical. It was my father's band teacher and fellow band members that made the decision he was going to graduate from high school. The teacher arranged things with the school and his other teachers to have my father's homework ready each Thursday. A different group of students would pick up his homework and take it to Shriner's Hospital with them. They would visit with Dad, act as tutors for anything he didn't understand, and take his finished homework back to the school. This continued for the next two years. At age 19, while he was still in the hospital, the entire band came and presented him with his diploma. Classmates and one teacher who went the extra mile made sure my father had the best in homebound related services, even before there officially was such an option.

Generation TWO:

Following a car accident (when I was nine months pregnant), I began to have terrible headaches and extreme back pain. After four years of tests, and various interactions with doctors and lawyers, they all came to the conclusion, that I would have to learn to live with the pain. I had always worked in the medical field and now that was in jeopardy. I loved working in the back office with doctors and patients. I could no longer lift patients nor stand on my feet for hours at a time. What I didn't know until 13 years later was that I not only had the back disability, but that the initial accident had triggered fibromyalgia as well. This makes a 30-year-old feel like an 80-year-old on a good day. Between extreme fatigue, constant muscle aches and pains, mental processing problems, and extreme sensitivity to cold and heat, I didn't need these problems with a pre-existing bad back.

I made the decision to go into educational programming, and I

was working with the Kid's Voting Arizona program when I figured it was time to take a few business related classes at the local college. I had learned many tricks to endure the pain and fatigue, but when it came to a handful of classes, I was at the starting block again. I had to learn to compensate for so many things at once. I wasn't ready to give in to the pain totally. I couldn't make myself ask for any special accommodations from the college. I knew they had the parking lot attendants who could drive me to my class, instead of my walking up the hill. They also had books on tape or in larger print, so I didn't need to make the headaches any worse.

One semester went by, I came to class 30 minutes early so I had enough time to slowly make it up the hill to the classrooms. In classes that required giving speeches during the semester, I would pick a seat in front so I could stand at my seat to give the speech. I was embarrassed to walk (limp) back to my seat in front of the others in the classroom.

During my second semester, I had a terrific professor who taught public speaking. He noticed what I was doing right off the bat and called me on it. He finally got me to admit my embarrassment and unwillingness to give in, which helped me accept more accommodations be made for me. He showed me lots of tricks, as he called them, for public speaking. He also told me how dense I was being by not allowing myself to receive the additional assistance I needed.

I had told myself these same things over and over for years, but it never sunk in. My husband and multiple doctors had also tried to get me to realize I needed to work with and around the problem, not simply try and hide it. It was an alert teacher who understood the stages of denial and knew the signs of an attempted cover-up, who made the initial contact to break the cycle four years ago. Today, I not only know my limitations, but am willing to accommodate for them and have the confidence in myself to do my job with or without the pain. Thank you, dear professor.

Generation THREE:

At age 4, we suspected. At age 5, we questioned. At age 6, we got frustrated. At age 7, we got answers! The announcement came, "Yes Mrs. Swearingen, your son has dyslexia." Hey, no problem. Right? My first thoughts were that he can be taught to overcome this, and in a year or two he'll be fine.

Before I could get to the door, the doctor stopped me and said, "Wait, there's much more". Your son also has multiple visual perception problems, his comprehension and processing capabilities are very low, and here is a list of all of the other learning disability related deficiencies we have found."

Little did we know what his life would be like. The doctors told us the medical prognosis, but failed to mention the psychological effects of dyslexia and learning disabilities. The constant struggle to do homework, to understand a simple question from a teacher, to even follow simple instructions. The fact that he consistently acts before he thinks and is always getting hurt. Self esteem erodes and socially he has a hard time making and keeping friends. Even adults tend to think your child is just a bad kid, or lazy or God forbid, crazy. There is always something new, weird, or messed up to cope with when dealing with the learning disability itself. It is a lesson that never seems to end.

We have been blessed with a special education director who truly puts his students first. At every turn we have been comforted by learning that we are not alone. The director has been an inspiration to my family and me with her compassion for our son and all the special needs families in

our district. She is determined to continually train special and regular education teachers and aides in the special education process and have them gain a greater understanding of learning disabilities. As we get ready to move into high school with my son, I can only hope the leadership in special education, its commitment to the students and their families, and dedication to staff development will be comparable to what we have already benefited from at the elementary level in a non-unified school district.

Throughout generations, my family has dealt with difficult educational settings. The special needs of each one of us has been different. The one thread of consistency throughout the past 50 years has been the contributions one individual teacher or administrator can make in someone's life. My father, my son, and I have all been the recipients of truly dedicated professionals, which has changed our lives for the better and given us a brighter outlook for the future.

Dropout Report for 1998-99 School Year Released

The State Superintendent of Public Instruction, Lisa Graham Keegan, released the statewide dropout statistics for the 1998-99 school year. The *Dropout Rate Study*, compiled by the Arizona Department of Education's Research and Policy Division, shows a nominal increase from last year.

For the 1998-99 school year, the state's dropout rate for grades 9 through 12 is 12.2 percent, up from 11.5 percent during the 1997-98 school year, according to information supplied by school districts and charter schools.

"Each year thousands of students make a decision to leave school without realizing the devastating effects it could have on their future," Keegan said.

Keegan said she is concerned with the high numbers that are reported to the Department each year as status unknown. A student's status is defined as unknown when a student has been absent for an extended amount of time, but the school has no information as to whether that student has dropped out or is attending another school.

"The state's dropout rate is too high, but these numbers could also be made worse by poor record keeping," she said. "When schools don't make a concerted effort to find out where these students have gone, they are reported as dropouts even if they are going to another school."

Keegan also pointed out that with the implementation of the Student Accountability Information System (SAIS), scheduled to be fully implemented in 2001, schools will be able to determine where students go when they leave their classrooms.

The study, released annually, will also serve as a baseline to measure whether AIMS will have an adverse effect on the dropout rate, as some critics have suggested.

"I don't believe that will happen. Our hope is that AIMS will motivate students to stay in school by giving them a clear direction in their learning," she said.

More than 31,500 students in grades 9 through 12 were reported as dropouts last school year, according to the study.

"The loss to the individuals as well as the community is immeasurable," Keegan said. "We must do something to address this."

Keegan is supporting HB 2405, which would fund dropout prevention programs through a competitive grant process. The bill is currently moving through the Legislature.

The *Dropout Rate Study* contains information on dropout rates for individual schools, districts and the state and breaks down the information by ethnicity, gender and grade. The information is available at: <http://www.ade.state.az.us/schools/ResearchPolicy/DropoutInfo>



Professional Development Leadership Academy

Through a competitive application process, Arizona was chosen to participate in the National Association of State Directors of Special Education's (NASDSE) Professional Development Leadership Academy (PDLA). The academy is a program designed to develop state and local education agency teams who will create supportive learning systems that promote development, learning, and higher levels of success for all children. The academy, which is a minimum two-year process, is now underway.

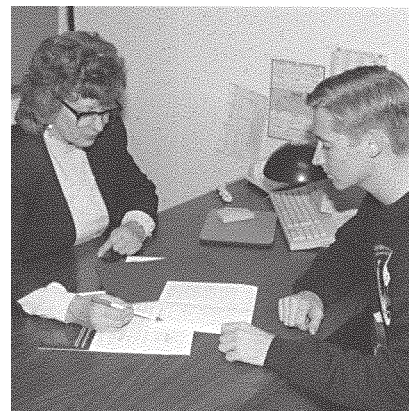
The Professional Development Leadership Academy is presently using several main sources to gather information about the status of professional development in Arizona: Arizona's State Improvement Grant, the Arizona State Map of Special Education and Related Information produced by the Alliance Project at Vanderbilt University, focus groups of stakeholders, Arizona Vocational Technical Education State Plan, and the Arizona Department of Education Strategic Plan.

The draft vision of the Arizona PDLA is: Student learning will increase due to an integrated statewide system of professional development that ensures that children receive a quality (extraordinary) education.

The draft mission of the Arizona PDLA is: to design a comprehensive plan for professional development to recruit, support, and retain professionals (school personnel, all members of the school community) in order to increase academic achievement for all students (include notion of students prepared to be good citizens and to offer educational opportunities).

The Department of Education would like to thank the following Academy Members for their commitment to Arizona's Comprehensive System of Professional Development.

- Council of Special Education Administrators (CASE), Lorrane McPherson, Director of Special Education, Amphitheater School District in Tucson
- Director, Student Services and Curriculum, Dan Van Gesen, Snowflake Unified School District
- Education Services, Mary Grace Wendel, Pima County School Superintendent's Office
- Arizona Department of Education, Strategic Plan Coordinator, Theresa O'Brien
- Arizona Board of Regents, Gretchen Schmidt
- CSPD Coordinator, Miriam Podrazik, Arizona Department of Education
- Academic Support, Ralph Romero, Arizona Department of Education
- Certification Unit, Brenda Morgan, Arizona Department of Education
- Private University, Sarup Mathur, University of Phoenix
- Parents, Shirley Hilts-Scott, Parent Information Network Specialist (PINS)
- Special Education Director, Betty Walch, Winslow School District
- Special Education Advisory Committee, Linda Irvin, Special Education Director, Casa Grande
- Parent Training and Information, Judie Walker, RAISING Special Kids
- University Affiliated Program, Institute for Human Development, Richard Carroll, Northern Arizona University
- Special Education Administrators Association (SEAA), Julie Williams, Special Education Director, Fowler Elementary
- Special Education Teacher, Cathy Hunt, Tucson Unified School District
- General Education Teacher, Judy Haubert, Casa Grande Elementary School District
- Parents, Rhonda Thomas
- Charter Schools, Larry Pieratt, Horizon Charter
- Native American School Communities, Kayenta School District, Vangie Wilkerson
- State University, James Chalfant, University of Arizona



The Knowledge Loom: Best Practices Online

The Knowledge loom (knowledgeloom.org) is a new, Web-based resource being developed for the U.S. Department of Education by the Northeast and Islands Regional Education lab at Brown University. The two objectives are to provide a large searchable collection of existing best practices on a variety of topics and to select topics of particular importance to the nation's education agenda.

Bi-national Symposium on Educating Students with Disabilities

Monterey, Nuevo Leon, Mexico, was the site of the second annual bi-national symposium on educating students with disabilities. State special education directors from Mexico met with Department of Education representatives from Arizona, California, and New Mexico. Julie Gasaway, Director of Special Projects, represented Arizona. Also in attendance was Judith Heumann, Assistant Secretary for Special Education and Rehabilitative Services in Washington, D.C. This was an excellent opportunity to share information about services for students in both the United States and Mexico. Visits to several schools with programs for students with disabilities were also arranged.

Although providing services to students with disabilities is fairly new in Mexico, the schools are dedicated to the concept of integration. Many of the problems currently facing schools in the United States are also occurring in Mexico, such as parental involvement, regular classroom teachers who are unfamiliar with the needs of special education students, and of course, funding for providing services. The needs of migrant students and children who cross the frontier from Mexico to the United States as well as those who return to Mexico from the U.S. were also discussed.

Julie brought back many materials describing programs currently being used in many of the Mexican states. This material is in the Tucson office and can be review by anyone who is interested. Please contact Julie at 520- 628-6331.

Special Education Cost Study

Fiscal Year 1998-1999

The Arizona Revised Statutes (ARS), Section 15-236, Subsection A, states the following regarding the Department of Education, Special Education Cost Study:

The department of education shall by December 1, 1981 and every two years thereafter complete a cost study of special education programs. Such study shall include, but is not limited to, the cost of providing special education programs to students prescribed by § 15-761.

The objective of this study is to identify the additional costs related to state and locally funded special education programs at selected school districts, state operated schools, and residential treatment centers (RTCs). Identifying the additional costs helps to determine the relative costs of each of the disability categories for which state aid may be given.

For purposes of the cost study, additional costs for school districts are defined as those costs in excess of regular education program costs that are incurred as a direct result of having students who are disabled or students who are gifted. These additional costs would not be incurred if the students were not classified as disabled or gifted. All educational costs incurred by the state-operated school (ASDB) are considered excess, including an applicable portion of agency administration. Additional costs for the RTCs are defined as those costs in excess of treatment costs that are incurred as a direct result of providing academic and special education services to students.

The 1999 Special Education Cost Study was presented to the Arizona State Legislature and Office of the Governor on December 1, 1999. You can view the Executive Summary on the Exceptional Student Services web page located at the following address:

<http://www.ade.state.az.us/programs/assistance/ess/>

If you are interested in receiving a copy of the complete 1999 Special Education Cost Study, please submit a written request to:

Celia Kujawski
Exceptional Student Services
1535 West Jefferson Street, Bin #24
Phoenix, Arizona 85007
Or
E-mail: ckujaws@mail1.ade.state.az.us



Study Shows Early Intervention Can Avert Special Education Needs

By Joetta L. Sack, *Education Week*

Using intervention strategies in early childhood is critical to preventing behavior problems and the need for special education services later, results from a 25-year study on disruptive toddlers show.

The Department of Education, which has long promoted positive methods of addressing the misbehavior of troubled youngsters, held a one-day conference that brought together representatives from school groups and researchers to discuss ways of preventing classroom disruptions.

The Department showcased research from the study of preschoolers, as well as programs supported by the Center on Positive Behavioral Interventions and Supports at the University of Oregon, to make the case that a long-term strategy employing a positive approach teaching a child correct behavior and rewarding him for it works much better than referrals to administrators, suspensions, or other punishments. (An Ounce of Prevention," Oct. 27, 1999.)

"This is a very important subject one that there should be more meetings, more discussion, more research about," Secretary of Education Richard W. Riley said. "Traditional punishments are not as effective as positive, pro-active prevention."

For the long-running study of preschoolers, researchers followed 40 families who had sought help from the Regional Intervention Program, or RIP, a federally subsidized program operated in facilities in Nashville, Tennessee, and 27 other locations. The families had sought help for their children, who displayed extreme behavior problems, such as outbursts, temper tantrums, screaming, and crying.

Hot Topic

The study, which began in the early 1970s, comes at a time when preventing disruptive behavior has become one of the hottest issues in both special and general education. The researchers found that educators and family members have little chance of correcting aggression and other anti-social behavior once a child reaches age nine. "Those behaviors are likely to lead to problems with the law, rejection by peers and adults, and academic failure," said Phillip S. Strain, a researcher at the University of Colorado in Denver.

Through RIP, parents are taught to monitor their children's behavior, state expectations and give choices, reward good behavior, and work with others to teach the children self-control and ways to interact with others.

By elementary school, the researchers found, the 40 children from the families studied were equal to their peers in such areas as responding positively to teachers' requests, being appropriately engaged in structured and unstructured activities, and reacting positively to parents' instructions. The best predictor of performance, the researchers found, was that the earlier a child enrolled in RIP, the better the results.

At the 25-year mark, all the students had completed high school, and about half had attended college, including four who were working on doctoral degrees. None had been placed in special education, and only one had a juvenile justice offense for smoking marijuana. None had shown aggressive behavior patterns during adolescence.

Two former clients of the RIP program in Nashville, Beth Kator and her mother, Rosemary Ragan, offered their praise for the strategy at the conference. Ms. Kator recalled having terrible temper tantrums as a child. "But through intervention methods that helped her manage her behavior and make choices," she said, "she excelled in some high school classes and later attended college. I am standing here today as proof that [RIP] programs really work," said Ms. Kator, a homemaker living in New Orleans.

School Strategies

The conference also highlighted strategies to help schools decrease the number of disciplinary referrals and improve the overall school climate.

Schools that have used positive approaches to improving behavior have seen dramatic declines in disruptions and better morale among students and teachers, according to Education Department-financed research.

The researchers, Robert Horner and George Sugai, both special education professors at the University of Oregon, stressed that the program requires educators to rethink and overhaul their current systems of discipline. "We need to think about working smarter," Mr. Sugai said.

For More Information Details about the preschool strategies are available from the Regional Intervention Program. Information is also available from the Department of Education, Office of Special Education Programs, 330 C St. S.W., Washington, D.C. 20202; (202) 205-5507.

Assistive Technology in the Classroom: What Does It Mean?

Assistive Technology is defined as a system of tools and strategies which enables a person with disabilities to function to his/her maximum potential educationally, vocationally, socially, and in daily living activities. Assistive technology (AT) is one of the methods that can provide a student equal access opportunities in the educational process. Educators in a variety of settings are developing creative ways of utilizing AT tools to help students accomplish the goals identified in their IEPs. Remember the goal is not to use the AT tool but rather to accomplish the educational task. So what does that mean in a typical classroom environment?

Here are a few examples of functional activities incorporated an assistive technology tool or strategy into the student's curriculum:

1. Mary, who has difficulty with handwriting, can use a name stamp to save time when starting a class assignment or test.
2. Sam, who is included with typical peers but not able to do the class work, can participate in a lesson by using a spinner with a switch to choose the next student to read or the question to be answered.
3. Peter, who cannot choose a book from the book corner shelf, can have the book choices (pictures or symbols) on a choice board so that he can self-select reading materials.
4. Kathy, who cannot use standard flashcards for memory drills, can have the information typed into a software program with switch accessibility; into presentation software, such as ClarisWorks or Microsoft PowerPoint; or have slides of the flashcards for a standard slide projector. Kathy can now use her switch to move through the electronic flash cards.
5. Providing homework information in multiple formats (written on the board, a class syllabus, weekly assignment sheets, verbal instructions in class, and on the homework hotline, and others) can help Lisa and several other students in her class be more organized and better prepared.
6. Patti, who is non verbal, can be given the opportunity to read out loud by having a section of the reading material programmed into her communication device or the material can be recorded on a tape recorder that she can access.
7. Reading material is accessible on the computer through use of screen reading programs for Jimmy who cannot read due to a significant visual impairment. Sue who has a learning disability also uses a screen reading program to read grade level material.

There are many resources available that offer suggestions for incorporating AT into a student's curriculum or into a classroom/school environment. Contact the staff at Southwest Human Development, Assistive Technology Services, for information about these resources. One of the services that is offered is the Assistive Technology Training Project (ATTP) a collaborative effort between Southwest Human Development and the Arizona Department of Education, Exceptional Student Services. The ATTP provides opportunities for teachers and other educators to learn about assistive technology and how to effectively use AT in the school environment. The project offers scheduled classes as well as individual training opportunities for educators throughout Arizona. For more information contact SWHD at 602-266-5976 or e-mail www.swhdat.org.

PARENTS EXPLORE WAYS TO MONITOR KIDS ONLINE

The majority of parents surveyed recently by *Family PC Magazine* said they feel that inappropriate material on the Internet is a growing problem.

At the same time, the educational richness of the medium makes parents reluctant to restrict on-line time for their children.

What's the solution? Protect children on-line.

According to the *Family PC* survey,- here's how parents say they're doing it.

- Sixty-percent say they at least check in on children when they're on-line.
- Fifty-six percent say they spend time supervising children online, surfing shoulder to shoulder.
- Fifty-two percent say they keep the computer in a conspicuous location.
- Forty-nine percent say they set strict rules about where children can't go on-line.
- Twenty-seven percent say they use blocking, or filtering, software.

The magazine surveyed 693 parents and 131 teens. Results were discussed in detail in *Family PC*'s March edition, which featured a parent's guide to on-line safety.

from Gannett News Service

Welcome!!

Theresa Schambach - Administrative Assistant

Theresa is a new resident to Glendale, Arizona. She is the Administrative Assistant for Steven Mishlove, Program Manager for Exceptional Student Services. She has a diverse background in many aspects of management, customer service, and communications. Theresa currently attends ASU West to complete a degree in Business Administration with a minor in Communications and emphasis on Human Resource Management.

Maria Christina Beltran -Administrative Assistant

Prior to her new position with ADE, Christina was employed by DES, AHCCCS, and ADOT (Christina began state service in 1989). She has an extensive background in office support service and is very pleased to become a part of the Exceptional Student Services unit. Christina plans to attend college in the fall.

Tess Alan-Moorman - Education Program Specialist

Tess came to ADE from ADJC, where she worked as an Education Program Administrator of Special Education, as a Principal of a new facility and Coordinator of the state-wide diagnostic center for incarcerated youth. She has been in Arizona for four years after living in Florida for 12 years, where she received most of her post-secondary and graduate studies. Tess has earned a B.S. in Business Administration, a Masters in Vocational Education, and a doctorate in Education with an emphasis in Special Education. She lives in Tucson with her husband and two children.

Judith McGill - Administrative Assistant

Judith enjoys being an Arizona native and has been with the Department of Education for over a year. Judith has worked

with ESS and the Comprehensive Health Child Nutrition and Early Childhood Unit. She has welcomed the opportunity to rejoin ESS with a diverse background in management, customer service, and state service. Judith's personal motto is "Life's a journey, and we're all living it." She enjoys working with ADE "because it has purpose."

Tanya Amador - Administrative Assistant

Tanya Amador has worked for Exceptional Students Services for two years. She has been support staff in the area of secure care facilities and in the funding unit. Recently she has been promoted to Administrative Assistant. Tanya will be assisting on local school monitorings and she serves as support for several Educational Program Specialists. Away from the office, she likes to spend time with her new husband and their two children doing family activities.

Gail Kelsey -Administrative Assistance

Gail Kelsey is an assistant in the ESS preschool area. Gail has worked for other agencies within state government, such as the Parole Board, the Department of Administration, the Governors Office, and AHCCCS. Other than work, Gail enjoys reading, volunteering, and spending time with her family.

Karen Johnson - Education Program Specialist

Karen earned a B.S. in Elementary Education with Learning Disabilities from the University of Wisconsin - Oshkosh. She is certified in Mental Retardation, Gifted, and Emotional Disabilities. Karen has taught junior high and high school special education students for three years in Oklahoma, seven years at Buckeye Union High School, and has experience at Maricopa County Regional Schools. Karen's M.S. is in Recreation, with an emphasis in helping teachers relieve their stress through recreation.

Changes are coming in State Rules and Statutes - Watch for Them

On Monday, March 27, the State Board of Education voted to adopt new rules for special education. The sections of the rules that were amended were R7-2-401 and R7-2-402. The new rules will not take effect until certified by the Attorney General and filed with the Secretary of State. As soon as the approved versions are available they will be posted on the ADE/ESS website.

In addition, the legislature approved revisions to the Arizona Revised Statutes that align the statutes with the requirements of IDEA '97. These revisions will also be posted on the web as soon as the adopted version is signed by the governor.

Inclusion Works

How is inclusion working in your school or school district? What practices have you tried to ensure students' needs are being met in the regular classroom? Who helps make the transitions between the regular class and the special education classroom effective? How do you facilitate student success in the regular class at your school?

During a recent monitoring at Santa Cruz Valley Unified School District in Rio Rico, the monitoring team visited several classrooms and observed many ways in which special education students' inclusion in the regular classroom was made more effective.

In one math fifth-grade classroom, the regular teacher used a very interactive, multi-sensory approach to teaching all children. While she directed the lesson, the special education teacher worked with a group of three students (with three different types of disabilities), assisting them with the lesson. The lesson involved place value, decimals, and rounding. Each student used number cards to form three-place numbers (with decimal places also) as the teacher called out numerals for each place in random order. Students used beans for decimal points. After the numbers were formed, groups of students (with math-related names they had given themselves) read the answers aloud; other students wrote the numbers on the board. Still others rounded the numbers on the board, while the rest of the class rounded their numbers at their desks. The classroom was busy, but not one student was uninvolved. And there was no time for behavioral problems.

In another language arts classroom, a trained paraprofessional worked with a child who needed help in writing a story summary. The aide asked the student to orally state what happened first. Then she had the student write down her first sentence. To reinforce the student's understanding, the aide had asked her to read aloud what she had written to see if it made sense and if it were what she wanted to say. "What happened next?" was followed by the student's writing another sentence. When the student became distracted when she compared her work to that of her classmate, the aide was able to redirect her (and reinforce her confidence) by saying, "But you're doing a good job, too."

At the high school, where many times special education students experience problems keeping up with regular class assignments, maintaining appropriate behavior, and organizing themselves for study. The special education teachers each have a group of students for whom they are responsible. The assigned teacher checks with the regular education teachers who work with those students to maintain progress and monitor problems. That teacher also becomes the case manager for the students' IEP meetings, gathering needed information and consulting with appropriate teachers prior to the meeting.

What happens in your school or district to make inclusion work? How is learning facilitated at your school? E-mail Miriam Podrazik, the Special Edition's editor at mpodraz@mail1.ade.state.az.us and let us feature your best practices here. What works in one school may work in another. We would like to hear how inclusion works for you.

ESS Says Thank You

We would like to take this opportunity to thank all of you for the incredible efforts you make on a daily basis, to educate students with disabilities.

On an on going basis you are confronted with obstacles that interfere with your ability to ensure improved educational results for students with disabilities. We realize that every day you attempt to the best of your abilities to address those barriers.

For some of you, it may be the shortage of well-trained and qualified special education teachers and paraprofessionals or insufficient funding.

For many, it may be the never relenting burden of paperwork or increasing caseloads. And for others, it may simply be the lack of good communications.

These problems are "our" problems. Although we have focused resources to address these and other issues we all have a tremendous amount of work ahead of us.

It is our intent to work collaboratively with all parties involved in improving the educational outcomes for students with disabilities.

University Courses

These universities have institutional recommendations from the Arizona Department of Education: Call for summer courses.

Northern Arizona University
Statewide Academic Programs,
PO Box 4117,
Flagstaff, AZ 86011-4117
or See www.nau.edu/statewide

University of Arizona
P.O. Box 210069,
Tucson, AZ 85721-0069 or call
(520) 621-7822

Arizona State University
P.O. Box 872011,
Tempe, AZ 85287-2011
or call (602)965-6156

Arizona State University West
4701 W. Thunderbird Road
Phoenix, AZ 85023
or call (602) 543-5500

University of Phoenix
4605 E. Elmwood Street,
P.O. Box 52076,
Phoenix, AZ 85072-2076
or call (602) 921-0007
or (800) 877-5557

Grand Canyon University
3300 W. Camelback Road,
Phoenix, Arizona 85017
or call (602) 589-2749
or (800) 600-5019

WHAT EVERY TEACHER SHOULD KNOW IN ORDER TO POSITIVELY SUPPORT STUDENT BEHAVIOR

By Diana Browning Wright, MS California Department of Education

1. **Dividing Attention: *This Basic Skill Is A Foundation for All Classroom Operations***

- A. How to be aware of what is going on in all parts of the room
- B. How to do more than one thing at a time

2. **Transitions: *Lost Control Will Result in Significantly Reduced Learning Time***

- A. How to smoothly transition between activities without delays and confusion
- B. How to move students, materials and furniture quickly and quietly for different activities

3. **Lesson Structuring: *The Learning Sessions Require Supported Environment in Terms of Time, Space, Materials and Interactions***

- A. How to begin and end each lesson smoothly
- B. How to gain and maintain attention, redirecting and diffusing disruptions
- C. How to help students maintain organized materials
- D. How to clearly communicate directions for homework or independent follow-up

4. **Movement: *Environmental Support Requires Portability***

- A. How to teach while moving throughout the classroom
- B. Arranging the room optimally for interactions desired during
- C. How to move as a group from place to place around the school (to and from recess; lunch; restrooms; assemblies; other teacher's rooms)

5. **Establishing Independence and Responsibility: *Students' Needs for Empowerment (A Sense of Power and Personal Ownership in Achieving Outcomes) and Freedom Must Be Met In Acceptable Ways, or Unacceptable Ways Will Be Found***

- A. Providing a multitude of choices within lessons and free time

- B. Establishing jobs and chores and overseeing completion with minimally intrusive techniques

6. **Establishing and Teaching Rule-following Behaviors That are Developmentally Appropriate: *Continuously Drawing Attention to Rule - following Positively Supports Those Behaviors***

- A. Establishing and maintaining specific rules for specific activities
- B. Attaining general standards of interaction with minimally intrusive rules (e.g., hands/feet to self; friendly talking; work completion)
- C. Using Teaching Techniques to increase on-task behaviors

7. **Shaping, Modeling and Cueing behaviors: *Behavior Support Must Be On-going and Meet the Students' Needs for Belonging and Fun***

- A. How and when to use verbal praise effectively
- B. Establishing contingent access to desired activities to motivate students
- C. Effectively using peers - both to cue and praise behavior
- D. Implementing small group and whole class "challenges" and competitions
- E. Utilizing "unconditional positive regard" in shaping behavior
- F. Effective use of non-verbal cues to alter escalating behavior and cue alternatives

8. **Problem-solving When a Student (or Group of Students) Have Broken Rules: *Maintaining the Students Sense of Belonging and Skillfully Using "Mistakes As Opportunities to Learn" Results In New Learning***

- A. De-escalating and redirecting students with fragile coping systems who are not currently rule-following using "time away" options, as well as verbal interactions that avoid power struggles
- B. How to debrief after a misbehavior and help the student identify positive replacement behaviors to use in later

similar situations that are developmentally appropriate, realistic and meet the student's needs effectively

- C. Utilizing classroom meetings and group discussions to solve classroom behavior difficulties

9. Improving an Individual Student's Behavior: Individualized Support Benefits from Communication and Focused Attention on Environmental Supports and the Teaching of New Behaviors

- A. Using enhanced home/school communication such as phone calls, daily report cards, behavior contracts; how to use mentorship programs with a designated "mentor" receiving the communication
- B Teaching alternative positive replacement behaviors that are realistic and developmentally appropriate; how to cue, model, role-play, shape and monitor process
- C. Individualized environmental structuring, pacing, Scheduling, reinforcement, structuring activities

Resources

The reader is referred to two outstanding sources for improving classroom organization and teacher skills from which some of the areas above were drawn, the first for all ages, the latter for K-6:

Paine, SC., Radicchi. J., Rosellini, L.C., Deutchman, L., Darch, C.B. (1983). *Structuring your classroom for academic success*. Champaign, Ill.: Research Press.

Wifl, J., LaFleur, L., Naquin, G., G!lbertson, D. (1999). *Teaching effective classroom routines*. Longmont, CO.: Sopris West.

Diana Browning Wright. M. S. is a school psychologist and consultant for the California Department of Education. She trains school personnel in the use of positive behavioral supports and functional behavior assessments.

Hispanic Kids in School

In the past 20 years, the national percentage of Hispanic public school students has more than doubled, from 6 to 14 percent. In Arizona, 30.8 percent of children enrolled in public schools for 1997-98, the latest school year for which statistics are available, were Hispanic. Only New Mexico, California, and Texas had a higher percentage.

In 1997, 25.3 percent of Hispanics ages 16 to 24 dropped out of high school, compared with 13.4 percent of blacks and 7.6 percent of whites

The IDEA and Your Caseload

The American Speech-Language-Hearing Association (ASHA) has recently published the *IDEA and Your Caseload: A template for Eligibility and Dismissal Criteria for Students Ages 3 to 21*.

This resource includes recommended elements to be considered when establishing eligibility criteria and offers sample materials that have been implemented successfully at state and local levels. In addition, the document outlines eligibility requirements as mandated in IDEA. To receive a copy, contact Kathleen Whitmire at 301-897-0137 or kwhitmire@asha.org.

Guidelines for Paraeducator Roles, Supervision, and Preparation.

The National Resource Center for Paraprofessionals in Education and Related Services' report on: Strengthening and Supporting Teacher /Provider-Paraeducator Teams: Guidelines for Paraeducator Roles, Supervision, and Preparation.

A report on a project of national significance designed to develop guidelines and standards for increasing productivity and effectiveness of teacher/provider-paraeducator teams. The content includes:

- 1) Model scopes of responsibility for teachers/providers and paraeducators in their roles as members of education and related services teams;
- 2) Standards for a common core of skills and knowledge required by all paraeducators;
- 3) Standards for a hierarchy of skills and knowledge for paraeducators working in positions with greater independence;
- 4) Performance indicators and
- 5) Components of effective professional and career development for paraeducators.

The cost of this report is \$10.00 per copy. If you are interested in ordering a copy or copies of this report please mail a check, money order or purchase order to:

NRCP CASE/CUNY 365 5th Ave., Suite 3300, New York, NY 10016-4309. Please include your return address and the title of this report. please make the checks payable to "NRC for Paraprofessionals" The Federal ID# is 13-1988-190

GOVERNOR AND SUPERINTENDENT ANNOUNCE MAJOR EDUCATION PLAN

State Superintendent of Public Instruction Lisa Graham Keegan joined Governor Jane Dee Hull and key legislators in calling for a proposal that would increase the state's investment in public education by \$440 million annually.

"We're asking great efforts of our teachers and our schools. It is time for the state to get behind these efforts," Keegan said. "This represents a substantial investment to ensure our schools have the resources necessary to improve academic achievement."

The proposal would provide a dedicated revenue stream designed to supplement the state's annual education appropriations to the K-12, community college, and university systems. Eighty percent of the money would be dedicated to the K-12 system, 15 percent to universities, and five percent to community colleges.

Details of the proposal will be developed in cooperation with the Legislature, higher education and public school officials and the business community. The overall goals of the proposal include:

- More classroom instruction time
- Better prepared and better paid teachers
- Resources to ensure all students meet the academic standards

- Funding to bring school facilities up to standards
- Safe schools
- A higher education system that will meet future demands of the New Economy

"We have enacted unprecedented education reforms over the past ten years," said Keegan, pointing to Arizona's exemplary academic standards, AIMS, charter schools and open enrollment for all students. "Ten years ago, if these investments had been made we would not have been able to tell the public where their money was going or what effect it was having on academic achievement. When the governor signs our bill to complete Arizona's accountability system, we will be able to do just that."

Keegan stressed her commitment to directing most of the funding to the school site where it will have maximum impact, allowing principals the flexibility to best meet the needs of their students.

"I am absolutely delighted with the support and leadership from the Governor and legislators," she said. "I know this proposal and the specifics to follow will assure parents, teachers and the public that we are serious about making quality education our top priority."

New Course Offered in Secondary Education and Transition Services

The class is SPE/SED 494 or 598; it will meet from June 5-July 7, Monday-Thursday from 7-9 am.

Contact Jane Williams at:
602-543-6448 jane.williams@asu.edu.

To register: 602-543-8203.

Also, the course will be offered in the fall, Tuesday evenings from 6-9 p.m. beginning August 21.



Resources

National Institute for Urban School Improvement

The mission of the National Institute for Urban School Improvement is to support inclusive urban communities, schools, and families to build their capacity for sustainable, successful urban education. The Institute will accomplish this mission through dialogue, networking, technology, action research, information systems, alliance, and consensus building.

The Institute focuses its energies and resources on three important goals:

- Incorporate existing theory and research about the inclusion of students with disabilities into the systemic educational reform initiatives of urban school districts;
- Support the expansion and improvement of inclusive practices in urban schools; and
- Link, inform, and strengthen national networks of those committed to improving educational results for children and youth with disabilities in urban schools.

For more information on the Institute, check out their excellent Web site at <http://www.edc.org/urban>. Contents include an on-line library, subscription information for their electronic newsletter, a calendar of conferences and events, and an extensive listing of links.

Autism Research

The Southwest Autism Research Center conducts integrative research and provides educational resources that help children and families whose lives are impacted by autism and related disorders. The community outreach, training, and educational programs are designed to increase awareness of effective therapies and offer resource information. For information on education and training workshop series for families and professionals, please call (602) 340-8717.

Recordings for Blind and Dyslexic

The Educational Outreach Office is expanding awareness about services from the Recording for the Blind and Dyslexic organization. This national, nonprofit organization records textbooks for any student suffering from reading problems, blindness or visual impairments, or physical disabilities. The taped textbooks can be used in the classroom and at home. Students with 504 plans and who otherwise do not qualify for services from special education may still utilize these services.

To request an educators information packet, you may call or write Sue Aguilera, Outreach Director, at 9949 North 99th Ave., Peoria, AZ 85345, (623) 933-8087.

Software for Blind, Low Vision, or Learning Disabled

The Educational Testing Service Network's (ETS) Research Division is developing a test that talks. It can't actually hold conversations but it does speak to the test taker.

The Self-Voicing Test Project has produced software providing speech output that could improve future access to (ETS) exams by individuals who are blind or who have low vision or learning disabilities. The Graduate Record Examinations Program (GRE) and Test Of English 22

as a Foreign Language (TOEFL) (registered) programs are funding the project with ETS's Research Division. For more information on this software see: www.ets.org

Prader-Willi Syndrome Arizona Association

7725 E. 33rd Street, Tucson, AZ 85710

(520) 296-9172, email: tjk@azstarnet.com

Web page: <http://www.come-over.to/PWSAA>

Transition

How to Choose a College: Guide for the Student with a Disability. Single copies are free from the HEATH Resource Center, One Dupont Circle, NW, Washington, D.C. 20036, (800) 544-3284. It can also be accessed on-line at: www.acenet.edu/about/programs/Access&Equity/HEATH/home.html.

Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years. www.ed.gov/pubs/GettingReadyCollegeEarly

AHEAD, Association on Higher Education and Disability www.ahead.org

Tourette Syndrome (TS)

The Tourette Syndrome Association of Arizona offers free presentations to teachers and administrators throughout Arizona upon request. Presentations can be structured for any length and typically include: a definition of Tourette Syndrome and classroom/school strategies for successful teaching of students with TS. For information or to request a presentation, call 520-620-2288.

Attention Deficit Hyperactivity Disorder (ADHD)

The Health Resources and Services Administration's Maternal and Child Health Bureau can provide you with a copy of *Children with ADHD: A Manual with Decision Tree and Clinical Path*. This manual is designed to assist professionals in providing services for families with children between the ages of six and 14 years old who exhibit Attention Deficit Hyperactivity Disorder (ADHD) type symptoms. Four clinical resources are included with the manual:

- Decision Tree for Assessment and Management of ADHD
- Clinical ADHD Path Part One: Assessment and Diagnosis
- Clinical ADHD Path Part Two: Management and Follow-up
- Assessment Interview for ADHD Diagnostic Work-up

For more information contact:

NCast, University of Washington, Box 357920,

Seattle, WA 98195-7920, 206-643-8528

Fax: 206-685-3284, E-mail: Ncast@u.washington.edu

Early Childhood

Educational Web Games for Young Students

At www.alfy.com, teachers and parents can help students participate in interactive, animated educational games that test their reading, math, music, memory, and computer skills. Particular activities include "Spider Count," "Spell a Puzzle," and interactive "Tales," including *Alfy Goes Camping* and *Alfy and the Broken Toy*. The Web site is ideal for students up to age seven and some games require computers with audio capability.

Training Opportunities

Month	Date	Events	Location	Contact
April	27	Reaching and Teaching Children with ADD/ADHD (Grades K-6)	Albuquerque, NM	Call 800-735-3503 or see www.ber.org
	27-29	Training and Employment of Paraprofessionals in Ed. and Rehab.	Portland, OR	Contact: NRC for paraprofessionals, CASE/CUNY, 365 5 th Ave Ste.3300, N.Y., NY 10016
	28	Reaching and Teaching Children with ADD/ADHD (Grades K-6)	Phoenix, AZ	Call 800-735-3503 or see www.ber.org
	30-May 3	CSPD 2000: Connecting Systems	Alexandria, VA	See www.nasdse.org
May	1	Working Together: Psychological Disabilities in Post-secondary Ed.	Phoenix, AZ	Call Tedde Scharf 480-965-4732 or see Disibility-Q@asu.edu
	4-5	Life Centered Career Ed. Workshop	Reno, NV	Call CEC 888-232-7733
	6-7	Keys to Successful Learning: A National Summit on Research in Learning Disabilities	Washington, DC	Call Kathy Levy 212-545-7510x224
	7-10	21 st National Institute on Legal Issues of Educating Individuals with Disabilities	New Orleans, LA	Call 800-727-1227 or 703-684-0510
	8-10	ParaEducators: LifeLines in the Classroom	Scottsdale, AZ	See www.lrconsulting.com
	8-12	What's Working In MR/DD?	New York City	See www.yai.org/conferences
	22	Practical Strategies to Objectively Assess and Document IEP Progress (Grades 1-6)	Peoria, AZ	Call Beth Suter 410-552-1374
	25-June 24	Free Sign Language Interpreter Training	Phoenix & Tucson, AZ	Call Cindy Volk 520-621-5208 or call Marie Tavormina-Steward 520-617-0644
	30-June 3	The American Association on Mental Retardation: Exploring Ethics Genetics LeadershipSelf-Determination	Washington, DC	Call 800-424-3688 or see www.aamr.org
June	4-8	The Arizona Hard of Hearing Certification for Professionals	Scottsdale, AZ	Email: Collins_Cherri@pop.state.az.us
	5-9	Assistive Technology Applications Certificate Program 2000	Lake Tahoe, NV	Call 818-677-2578, or see csun.edu/cod/atacp2000/atacp00.html
	9-10	Solutions Training in the Pines	Flagstaff, AZ	Call Tom Uno 520-523-7032

June	9-13	Developing Local Systems of Care for Children and Adolescents with Emotional Disturbances and their Families	New Orleans, LA	Call 202-687-5000
	11-14	NASDTEC Annual Meeting and Conference	Portland, ME	Contact: NASDTEC 39 Nathan Ellis Highway, PMB #134, Mashpee, MA 02649
	19-July 14	2000 Rehabilitation Counseling with Deaf and Hard-of-Hearing Adults	Monmouth, OR	Contact: Director, Regional Resource Center on Deafness, West Oregon University, Monmouth, OR 97361
July	25-28	Institute for Excellence	Flagstaff, AZ	Call Gary Rooker 602-252-0361 x18
	29-31	Self-Determination & Individualized Funding	Seattle, WA	Call 800-482-8274 or 410828-8274 or email: registration@tash.org
	30- Aug. 2	Arizona Vocational Education Conference	Tucson, AZ	Call Kerry Budinger 602-542-3437
	31-Aug. 4	Assistive Technology Applications Certificate Program 2000	Denver, CO	Call 818-677-2578, or see csun.edu/cod/atacp2000/atacp00.html
August	3-4	Developing Tasks and Activities for Students with Autism	Phoenix, AZ	Call Mary Platner 480-483-6313 or email msplatner@aol.com
	6-9	Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement	Lincolnshire, IL	Call Carol Donaldson 800-733-6786

SELECT

SELECT (Special Education Learning Experiences in Teaching) is a program that offers special education courses to teachers around Arizona. Teachers who are on emergency certificates can take SELECT courses to fulfill certification requirements, and special or regular education teachers can take these classes for contact hours in special education.

The SELECT spring 2000 semester has been very successful. Over 30 graduate level special education courses were offered in 17 different Arizona cities and on the web. More than 200 students have attended classes, with approximately half of the students taking the courses for NAU credit and half for professional growth contact hours. The classes ranged in subject matter from basic method and

foundation classes to classes on specific disabilities. Additional classes on a variety of special education topics can be developed if that particular subject matter is widely needed in a school or district.

SELECT staff try to offer classes where they are most needed and rely on surveys and word of mouth to establish need in a particular area. Surveys are distributed, along with SELECT course schedules, to district special education coordinators and to school principals each semester. For more information on SELECT, or to let us know of a particular need in your district, please access our website at: <http://www.nau.edu/ihd/SELECT/index.html> or call 520-523-8137.

At-A-Glance SELECT Schedule Fall 2000

	Course	Site	Dates/Times	Instructor
Coconino	ESE 502 Behavioral Management in Special Education: Positive School-wide Behavior Management 3 credit hours / 45 contact hours	IITV Origination: Flagstaff	9/9, 23; 10/7, 21; 11/4, 18; 12/2 S: 9:00 a.m. – 3:00 p.m.	Joan Oakes
	ESE 507 Vocational and Social Aspects of Special Education: Transition Services 3 credit hours / 45 contact hours	Page	9/1, 2; 9/15, 16; 9/29, 30 F: 4:00-10:00 p.m.; and S: 8:00 a.m.-5:00 p.m.	Bruno D'Alonzo
	ESE 599 Contemporary Developments: Assistive Technology – What Teachers and Therapists Need to Know 1 credit hours / 15 contact hours	IITV Flagstaff	9/11, 18, 25; 10/2, 9 M: 4:30 – 7:30 p.m.	Deanna Wagner
Graham	ESE 502 Behavioral Management in Special Education: Positive School-wide Behavior Management 3 credit hours / 45 contact hours	IITV Thatcher	9/9, 23; 10/7, 21; 11/4, 18; 12/2 S: 9:00 a.m. – 3:00 p.m.	Joan Oakes
Greenlee	ESE 502 Behavioral Management in Special Education: Positive Behavior Support 3 Credit hours / 45 contact hours	Duncan	F: 4:00-10:00p.m.; and S: 8:00 a.m.-5:00 p.m.	Elliot Gory
La Paz	ESE 509 Foundations of Special Education: Autism and Pervasive Developmental Disorders 2 credit hours / 30 contact hours	Parker	11/3, 4; 12/1, 2 F: 4:00-10:00p.m.; and S: 8:00 a.m.-5:00 p.m.	Dinah Jones
Maricopa	ESE 501 Exceptional Students in Regular Programs: The Dynamics of Healthy Integration for Students with Visual Impairments 1 credit hour / 15 contact hours	Phoenix	9/8, 9 F: 4:00-10:00p.m.; and S: 8:00 a.m.-5:00 p.m.	Heidi Henshaw and Sandra Stirnweis
	ESE 502 Behavioral Management in Special Education: Positive School-wide Behavior Management 3 credit hours / 45 contact hours	IITV Phoenix	9/9, 23; 10/7, 21; 11/4, 18; 12/2 S: 9:00 a.m. – 3:00 p.m.	Joan Oakes
	ESE 503 Evaluation of Exceptional Children: Early Childhood 3 credit hours / 45 contact hours	Phoenix	10/20, 21; 11/3, 4; 11/17, 18 F: 4:00-10:00p.m.; and S: 8:00 a.m.-5:00 p.m.	Cindy Hoard
	ESE 503 Evaluation of Exceptional Children: Learning Media Assessment for Students with Visual Impairments 3 credit hours / 45 contact hours	Phoenix	9/22, 23; 10/6, 7; 11/3, 4 F: 4:00-10:00 p.m.; and S: 8:00 a.m.-5:00 p.m.	Heidi Henshaw and Janice Smith
	ESE 504 Methods and Materials in Special Education: Students with Traumatic Brain Injuries 1 credit hour / 15 contact hours	Phoenix	10/13, 14 F: 4:00-10:00 p.m.; and S: 8:000 a.m.-5:00 p.m.	Mary Jane Trunzo
	ESE 506 Administration and Supervision of Special Education: Disability Law 1 credit hour /15 contact hours	Phoenix	10/20, 21 F: 4:00-10:00p.m.; and S: 8:000 a.m.-5:00 p.m.	Jerri Katzerman
	ESE 599 Contemporary Developments: Assistive Technology – What Teachers and Therapists Need to Know 1 credit hour / 15 contact hours	IITV : Scottsdale	9/11, 18, 25; 10/2, 9, 16 M: 4:30 - 7:00 p.m.	Deanna Wagner
	ESE 599 Contemporary Developments: Literacy Accommodations Using Simple Technology Solutions 1 credit hour / 15 contact hours	Phoenix	11/6, 13, 20, 27; 12/4 M: 4:15 – 7:15 p.m.	Deanna Wagner
	UAP 599 Contemporary Developments: Family Support, Self-Determination and Disability 3 credit hours / 45 contact hours	Glendale	9/12 through 12/19 T: 6:00-9:30 p.m.	Margaret White

At-A-Glance SELECT Schedule Fall 2000

	Course	Site	Dates/Times	Instructor
Maricopa Cont.	UAP 599 Contemporary Developments: Family Support, Self-Determination and Disability 3 credit hours / 45 contact hours	Mesa	9/14 through 12/21 Th: 6:00-9:30 p.m.	Margaret White
Mohave	ESE 506 Administration and Supervision of Special Education: Disability Law 3 credit hours / 45 contact hours	Kingman	10/13, 14; 10/27, 28; 11/10, 11 F: 4:00-10:00p.m.; and S: 8:00 a.m.-5:00 p.m.	Bruno D'Alonzo
	ESE 507 Vocational and Social Aspects of Special Education: Transition Services 3 credit hours / 45 contact hours	Lake Havasu City	11/3, 4; 12/1, 2, 8, 9 F: 4:00-10:00p.m.; and S: 8:00 a.m.-5:00 p.m.	Bruno D'Alonzo
Navajo	ESE 509 Foundations of Special Education: Autism and Pervasive Developmental Disorders 3 credit hours / 45 contact hours	Kayenta	F: 4:00-10:00p.m.; and S: 8:00 a.m.-5:00 p.m.	Maria Berecin- Rascon and Elliot Gory
Pima	ESE 502 Behavioral Management in Special Education: Positive School-wide Behavior Management 3 credit hours / 45 contact hours	IITV Tucson	9/9, 23; 10/7, 21; 11/4, 18; 12/2 S: 9:00 a.m. – 3:00 p.m.	Joan Oakes
	ESE 502 Behavioral Management in Special Education 3 credit hours / 45 contact hours	Tucson	10/20, 21; 11/3, 4; 11/10, 11 F: 4:00-10:00p.m.; and S: 8:00 a.m.-5:00 p.m.	Laurie Dietz
	ESE 504 Methods and Materials in Special Education: Early Childhood 3 credit hours / 45 contact hours	Tucson	9/8, 9; 9/22, 23; 10/6, 7 F: 4:00-10:00p.m.; and S: 8:00 a.m.-5:00 p.m.	Laurie Dietz
	ESE 506 Administration and Supervision of Special Education: Special Education/Regular Education 3 credit hours / 45 contact hours	Tucson	9/22, 23; 10/6, 7; 10/20, 21 F: 4:00-10:00p.m.; and S: 8:00 a.m.-5:00 p.m.	Barbara Horton
Pinal	ESE 501 Exceptional Students in Regular Programs: Dynamics of Healthy Integration for Students with Visual Impairments 1 credit hour / 15 contact hours	Casa Grande	8/18, 19 F: 4:00-10:00p.m.; and S: 8:00 a.m.-5:00 p.m.	Heidi Henshaw and Sandra Stirnweis
Santa Cruz	ESE 509 Foundations of Special Education: Attention Deficit and Hyperactivity Disorder 2 credit hours / 30 contact hours	Nogales	9/15, 16; 10/13, 14 F: 4:00-10:00p.m.; and S: 8:00 a.m.-5:00 p.m.	Dinah Jones
Yuma	ESE 502 Behavioral Management in Special Education: Positive School-wide Behavior Management 3 credit hours / 45 contact hours	IITV Yuma	9/9, 23; 10/7, 21; 11/4, 18; 12/2 S: 9:00 a.m. – 3:00 p.m.	Joan Oakes

NAU Registration deadline is August 28th. After this date you will be charged a \$50.00 late fee.

The Professional Growth deadline is TWO weeks before the start date of each class.

SELECT Registration Guidelines: SELECT courses can be taken in two ways: for 1) professional growth and for 2) NAU credit. Which way you take a SELECT course depends upon whether you will need a record of contact hours only or if you will need a record of the course on university transcripts. Those people working towards certification will need university credit. Teachers working towards re-certification can take the course for professional growth contact hours.

If you are trying to decide if a SELECT class will meet your needs for special education certification or re-certification, please contact the Arizona Department of Education Certification Office (1535 West Jefferson Street Bin 24, Phoenix, Arizona 85007) or call them at (602) 542-4367; Fax: (602) 542-1141. They also have a website at <http://>

www.ade.state.az.us/aboutade/ and you will find a link to their certification email address at this site or you can contact them by e-mail directly at Certification@mail1.ade.state.az.us.

- Credit hours: If you need to take a class for university credit, please contact your district special education coordinator for the SELECT Fall 2000 Schedule or call Amy de Haan at 520-523-8137.
- Contact hours: If you know that you do not need to take your course(s) for university credit, please complete the following form and fax to: Amy de Haan 520-523-9127 or mail to: Amy de Haan/NAU-IHD/Box 5630/Flagstaff, AZ 86011

Professional Growth Registration Form

Name _____	SS# - only for WEB courses _____
Address _____	School district _____
City, State, Zip _____	Position _____
Work Phone _____	Do you have a Special Education Credential: q Yes In what area? _____
Home Phone _____	Are you working on a Special Education Credential q Yes In what area? _____
e-mail address _____	Signature _____

Sequence #	Course Prefix	City	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Arizona Education Employment Board (AEEB)

Where can I find the Arizona Education Employment Board?

Here's how to access the AEEB. Open your computer's Internet browser (i.e., Netscape, Internet Explorer, AOL, etc.). In the browser's location box, type the following address:

<http://www.arizonaeducationjobs.com>

